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ABSTRACT

Three sets of roles that libraries play in education are identified. Each of the roles is explained, accompanied by relevant statistics and examples. In the first place, libraries provide access to education by teaching information skills, by providing leadership and expertise in the use of information and information technologies, and by participating in networks that enhance access to resources outside the school or community. Secondly, libraries help ensure equity in education by: (1) helping children start school ready to learn; (2) addressing the needs of student most at risk; (3) providing access to information and ideas unimpeded by social, cultural, and economic constraints; (4) ensuring free and equal access to information and ideas without geographic constraints; and (5) helping students stay free of drugs and violence, in an environment conducive to learning. A third role is that of impacting academic achievement for individuals and assisting them in lifelong learning, preparing individuals for productive employment, promoting the enjoyment of reading, promoting functional literacy among adults, preparing individuals for responsible citizenship, and equipping the United States to be first in the world in science and mathematics achievement. Specific examples illustrate Colorado libraries that carry out these roles. (SLD)

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The Roles of Libraries in Education

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Library
Research
Service

State Library & Adult Education Office

November
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The Roles of Libraries in Education

The challenge has been made. After the President's Education Summit with Governors, the president and governors of the United States jointly adopted in 1991 six National Education Goals. Shortly thereafter, these goals were adopted by the Colorado State Board of Education. In implementing these *America 2000/Colorado 2000* goals, communities throughout the United States are seeking to transform America into "a Nation of Students" and to make themselves into "places where learning can happen."

Do Colorado libraries have roles to play in this movement for educational reform? Most Coloradans answer this question with an emphatic yes. Pursue the matter, however, and most people are unable to support their answer with specifics.

In fact, discussions of the roles of libraries in education predate the *America 2000/Colorado 2000* effort. In 1987, the American Library Association published *Planning and Role-Setting for Public Libraries*, a manual which identifies eight major roles which such libraries might play in their communities. These roles address the alternative ways in which public libraries contribute to lifelong learning--before, as, and after people pass through the formal educational system.

In 1988, the American Association of School Librarians and the Association for Educational Communications and Technology collaborated on the development of *Information Power: Guidelines for School Library Media Programs*. This document asserts that "The mission of the library media program is to ensure that students and staff are effective users of ideas and information." In claiming that mission, however, librarians and educational media specialists realized that they faced several challenges.

In 1992, the Secretary of the U.S. Department of Labor, through its Commission on Achieving Necessary Skills (SCANS), addressed America 2000 in *Learning a Living: A Blueprint for High Performance*. That report calls particular attention to the central importance of new information technologies and new kinds of instructional materials.

Drawing on all of these sources, this document identifies three sets of roles which libraries play in education. Each of these roles is asserted and explained, as necessary, and accompanied by relevant statistics and examples.

National & State Education Goals

By the year 2000 ...

- All children ... will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- ... every school ... will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- U. S. students will be first in the world in science and mathematics achievement.
- Every adult ... will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school ... will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Source: *National goals for education* (1990). Washington, D.C.: Executive Office of the President. pp. 4-8.

Public Library Roles

Community Activities Center ■ The library is a central focus point for community activities, meetings, and services.

Community Information Center ■ The library is a clearinghouse for current information on community organizations, issues, and services.

Formal Education Support Center ■ The library assists students of all ages in meeting educational objectives established during their formal courses of study.

Independent Learning Center ■ The library supports individuals of all ages pursuing a sustained program of learning independent of any educational provider.

Popular Materials Library ■ The library features current, high-demand, high-interest materials in a variety of formats for persons of all ages.

Preschoolers Door to Learning ■ The library encourages young children to develop an interest in reading and learning through services for children, and for parents and children together.

Reference Library ■ The library actively provides timely, accurate, and useful information for community residents.

Research Center ■ The library assists scholars and researchers to conduct in-depth studies, investigate specific areas of knowledge, and create new knowledge.

Source: *Planning and role-setting for public libraries* (1987). Chicago and London: American Library Association. p. 28.

Challenges for School Library Media Programs

- To provide intellectual and physical access to information and ideas for a diverse population whose needs are changing rapidly.
- To ensure equity and freedom of access to information and ideas, unimpeded by social, cultural, economic, geographic, or technologic constraints.
- To promote literacy and the enjoyment of reading, viewing, and listening for young people at all ages and stages of development.
- To provide leadership and expertise in the use of information and instructional technologies.
- To participate in networks that enhance access to resources located outside the school.

Source: *Information power: guidelines for school library media programs* (1988). Chicago and London: American Library Association and Washington, D.C.: Association for Educational Communications and Technology. pp. 3-12.

A SCANS* Report for America 2000

On Instructional Technology

A 1990 study from the Congressional Office of Technology Assessment pointed out that, in its operations and purposes, education is very much like the information industry in the private sector. But unlike other information industries ... which have been remade by technology and its applications, the information-technology revolution of the last generation has had little effect in education. The basic technology available to most teachers throughout the United States in 1992 is too close to the technology of 1892: textbooks, blackboards, and chalk.

Yet technologies offering the promise of revolutionizing teaching and learning are readily available. CD/ROM (compact disk/read only memory) players, personal computers, and integrated learning systems are currently being used effectively in a number of schools across the country. The new CD-I (compact disk interactive) technology and broadcast-based interactive video will be on the consumer market this year. These technologies are capable of providing multiple learning contexts and resources for students in cost-effective ways.: delivering self-paced instruction, monitoring and continuously assessing learning, and placing students in real-life and real-work simulations with multimedia presentations.

On Instructional Materials

Materials are needed for the teachers of mathematics, science, English, history, and geography ... A similar need exists for teachers of art, foreign language, English as a Second Language (ESL), and vocational courses. Finally, "second chance," proprietary schools, and community colleges need instructional materials for their curricula.

High-quality materials are expensive to develop. The investment--whether made by the public or private sector--can be justified only if many students use the materials over a period of years.

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* The Secretary's Commission on Achieving Necessary Skills

Source: *Learning a living: a blueprint for high performance: a SCANS report for America 2000* (1992). Washington, D.C.: U.S. Department of Labor. pp. 44-46.

ROLES OF LIBRARIES IN EDUCATION

PROVIDING ACCESS TO EDUCATION

- Libraries of all types teach information skills to their users.
- Libraries of all types provide leadership and expertise in the use of information and information technologies that are revolutionizing teaching and learning.
- Libraries of all types participate in networks that enhance access to resources located outside the local school or community.

ENSURING EQUITY IN EDUCATION

- Public libraries help children to start school ready to learn.
- Public libraries and school library media centers address the needs of students most at risk of dropping out before high school graduation.
- Libraries of all types provide intellectual and physical access to information and ideas for a diverse population with rapidly changing needs.
- Libraries of all types ensure free and equal access to information and ideas, unimpeded by social, cultural, or economic constraints.
- Libraries of all types ensure free and equal access to information and ideas, unimpeded by geographic constraints.
- Public libraries and school library media centers help students stay free of drugs and violence and offer a disciplined environment conducive to learning.

ROLES OF LIBRARIES IN EDUCATION -- continued

IMPACTING ACADEMIC ACHIEVEMENT

- Libraries of all types impact the academic achievement of students.
- Libraries of all types prepare individuals for and assist them in lifelong learning.
- Libraries of all types prepare individuals for productive employment in a high-performance, information-based economy.
- Public libraries and school library media centers promote the enjoyment of reading, viewing, and listening for people of all ages and stages of development.
- Public libraries and school library media centers promote functional literacy among adults, particularly as workers and parents.
- Public libraries and school library media centers prepare individuals for responsible citizenship.
- School library media centers and academic libraries equip the U.S. to be first in the world in science and mathematics achievement.

Libraries of all types teach information skills to their users.

■ Students in **Steamboat Springs public schools** are being taught **state-of-the-art information skills**.

They are taught to search a variety of computerized databases, including library catalogs, encyclopedias, television "feeds," and magazine and newspaper articles. Students **learn to think critically--to make choices** from the vast array of information displayed on the computer screen. They learn to expand or narrow search strategies to find pertinent information.

"In the five years parents nurture and prepare a child to enter kindergarten, the world doubles its body of information. Before that same child becomes a freshman in high school, the amount [of information] triples."

Jayne Hill
Media Specialist
Steamboat Springs
High School

■ **"Cooperation in Action"** unites teachers and the library media center at **Altura Elementary School** and the Northeast Reading Center of **Aurora Public Library** in **resource teaching** students ranging from kindergarten to fifth grade.

Each month, a different grade of students participates in a research project combining the resources of the public library and the school library media center.

Families are invited to view completed projects at the public library, and can read about them in the public library's newsletter, *Library Times*.

This year, media specialist Jan Gieskieng and Altura teachers are **planning** units **to integrate reading and language arts throughout the curricula**.

Libraries of all types provide leadership and expertise in the use of information and information technologies that are revolutionizing teaching and learning.

■ In 1991, **three out of five Colorado public libraries** had **microcomputers** for public use. Of these, nine out of ten had modems, enabling them to telecommunicate with other computers. Frequently, the public library is the only place in a community where residents can find a microcomputer for public use.

■ In 1989, **three out of four school library media centers** in Colorado had **microcomputers**. They average eight computers and 100 software packages per LMC.

Although 8.8 million print volumes still comprise the largest collections in Colorado's public libraries, many non-print formats are becoming common. In 1991, the state's public libraries reported

105,000	audio cassettes
54,000	video cassettes
20,500	compact disks
7,600	computer software packages
120	120 works on CD-ROM

■ The library media center at Kim School, a K-12 school in rural southeastern Colorado, has made a **"Quantum Leap"** to update and expand its reference services.

In 1991, library media specialist Burnette Patterson won a Library Services & Construction Act grant to purchase a **microcomputer, modem, and printer; a CD-ROM player; a fax machine; and a subscription to DIALOG online services**.

Students use the computer to search library catalogs statewide. The CD-ROM player permits them to access a multimedia encyclopedia of text, images, and sound. DIALOG allows them to search over 90 databases including the full-text UPI news service, *Washington Post*, and Soviet Press as well as specialized databases on science, agriculture, medicine, and education.

The fax machine provides almost immediate access to materials it used to take weeks to obtain via "snail mail." The nearest public library is 45 miles away, so the school library media center is a community resource as well.

Libraries of all types participate in networks that enhance access to resources located outside the local school or community.

■ A unique alliance has been formed between **Pueblo School District 60 and the University of Southern Colorado**. The "**Library Resource Linkage**" project makes the four Pueblo high school libraries branches of the USC library. High school and university students are now able to use these libraries interchangeably, thanks to links that include a **common automated catalog, extended borrowing privileges, and a courier service**. These library links support the university's goal "to function as the major educational resource for cultural, industrial, and economic growth throughout the southeastern Colorado region."

■ The **Colorado Library Card** program allows library patrons to **check out** materials from **any participating library** in the state **free** of charge. Libraries of all types across the state are currently signing up for the program. Libraries which join receive a list of all participating libraries and are encouraged to place CLC stickers on their patrons' local library cards.

■ The **Access Colorado** library and information network will enable anyone in Colorado with a microcomputer and a modem to **dial into 165 library catalogs toll-free**. Existing library networks provide free dial access to selected catalogs in major urban calling areas, but that leaves approxi-mately one-third of Coloradans without such access.

Access Colorado is expected to:

- **expand access** to information resources for library users,
- **support educational** opportunities for students of all ages,
- **enhance distance learning** programs,
- acquaint people with **using computers** to locate information,
- **lure** information-intensive **business** to the state,
- help **health care** professionals keep **current** on advances in their fields, and
- **locate social services** for people in need.

Public libraries help children to start school ready to learn.

Three out of four Colorado public libraries emphasize the role of **Preschoolers Door to Learning**. This role involves encouraging young children to develop an interest in reading and learning through services for children, and for parents and children together.

■ The **Oak Creek Public Library**, a member of South Routt Library District, and the **local elementary school share their children's collections**. During the public library's summer reading program, materials from the school library media center supplements their collection. During the school year, the public library loans sets of materials to the local elementary school.

■ In 1991, Colorado's public libraries offered over **22,500 story hours** and other children's programs.

■ **Attendance** at those programs by children and parents exceeded **533,000**.

■ Of the **23.9 million loans** of library materials during 1991, 9.6 million were materials designed **for children** and checked out by them or their parents.

■ Emily Sutton, children's librarian at **Canon City Public Library**, believes in sharing her love of reading with as many children as possible. Since not all children come to the library, she goes to them. She developed an **outreach program** to read to children in nearby **preschools and day care centers**, including a preschool for developmentally disadvantaged children.

She also has weekly story times at the library. **"Tales for Two"** year olds include singing and finger plays as well as reading stories aloud. Three to five-year olds hear more complicated stories emphasizing new vocabulary. These programs introduce very young children to social groups and prepare them to learn to read. An **evening** story hour allows **parents** to **accompany** their **children** to hear **bedtime stories** and poetry.

Public libraries and school library media centers address the needs of students most at risk of dropping out before high school graduation.

■ Lorena Mitchell, library media specialist for **Aragon and Carson middle schools**, helps plan curricula and interdisciplinary units as a member of teaching teams. **Teachers refer students who are reluctant to read** to her. She spends one-on-one time with such students, discussing their interests so she can suggest specific books.

Because some students see her in a different role from the classroom teacher, they talk freely with her. She feels it is important to **develop relationships with at-risk students** to **get them** to come **into the library**--and to **keep them returning**.

■ Disadvantaged inner-city students in the Denver Public School District benefited from the **Denver Public Library's 1991 "Read Aloud" program**.

Two readers presented books to 20 classes a week for three ten-week periods. At the final session, each child received a book to keep.

Teachers praised the program, commenting on the children's increased ability to concentrate, vocabulary, and familiarity with authors and illustrators.

■ Another DPL outreach program allows **authors and children to meet** together. Sets of an author's books are loaned to nearby schools for children to read. The author is invited to speak at several branches, and schoolchildren are invited to attend. The authors serve as **positive role models** to the children, and help to make the worlds of **reading and learning more accessible** than they might be otherwise.

Libraries of all types provide intellectual and physical access to information and ideas for a diverse population with rapidly changing needs.

Library collections are beginning to represent the diversity of a changing society. Libraries which formerly collected materials based on narrow, traditional definitions of Euro-American educational values now find they are collecting materials from around the world for numerous fields.

The library is the only institution on campus which interacts with all students, regardless of area of study. The library has a great ability to adapt and manage change. Library staff can teach the changing skills needed to find information to foster lifelong learning. ... At large institutions, the library may be the only place where students can count on receiving individual attention and help.

Carla Stoffle
"A New Library for the New Undergraduate"
Library Journal, September 1, 1989

Users of public and school libraries rely more and more on the range and depth of information in academic library collections to supply them with materials. This is reflected in the following interlibrary loan statistics:

Loans to Colorado libraries by top five academic lenders, January - June, 1992

University of Colorado (Boulder)	9,907
Colorado State University	5,983
University of Northern Colorado	5,256
Auraria	4,718
University of Denver	2,010

A comparison of 1985 and 1990 public library statistics reflects both the increasing amount of accumulated information and the emergence of an information-based economy:

Library visits	
1985	6,160,180
1990	11,747,632
% Change	91%

Circulation	
1985	15,949,079
1990	21,258,654
% Change	33%

Reference questions	
1985	2,033,356
1990	2,919,295
% Change	44%

Interlibrary loans provided	
1985	49,955
1990	115,198
% Change	131%

Interlibrary loans received	
1985	57,423
1990	97,084
% Change	69%

Libraries of all types ensure free and equal access to information and ideas, unimpeded by social, cultural, or educational constraints.

Prices of Books and Periodicals Skyrocket

Year	Percent Change: Consumer Prices (CPI)	Percent Change: Book & Periodical Prices (LPI)
1988	4.1	7.3
1989	4.8	8.3
1990	5.4	9.6
1991	4.2	9.4
1992 (1-6)	3.2	6.4

Sources: Bureau of Labor Statistics, Research Associates of Washington

■ **Prices of books and periodicals** have been increasing at **double the general rate of inflation** since 1988. To combat these dramatic increases, many libraries are forgoing conventional print subscriptions to periodicals in favor of microfilm, CD-ROM, or online access on demand. Examples: **INFOTRACK** is a well-indexed system of easy-to-use business magazines available on microfilm or CD-ROM. **Carl Systems' UNCOVER** provides online access to tables of contents and fax access to articles. **DIALOG** offers **full text** of articles from popular magazines like **CONSUMER REPORTS**, not just citations and abstracts.

■ The **Learning Resources Center** at **Pikes Peak Community College** produces and transmits **instructional television (ITV)** to students within a 35 mile radius of the campus. Students watch at home and interact with the instructor via telephone. The LRS staff consults with teachers on instructional design (both preparation and presentation) and airs the program signal.

ITV provides distance learning opportunities to:
- **rural** high school students who have **limited** opportunities for **advanced or specialized** classes and
- adults who **lack basic skills in English and Math** and the **confidence** to attend conventional classes.

ITV students can **search the LRC catalog by computer** from most nearby public and academic libraries, including any branch of Pikes Peak Library District, the University of Colorado at Colorado Springs, and Colorado College.

Libraries of all types ensure free and equal access to information and ideas, unimpeded by geographic constraints.

■ **Oak Creek Public Library**, a member of South Routt Library District, serves as the **library for extension classes for Colorado Northwestern Community College** in Rangely. Students in Oak Creek use a telephone audio bridge and computer links to participate in classes on the Rangely campus.

■ Marie Deherrera, director of the **Conejos County Public Library**, provides **outreach services to homebound senior citizens**. Even though they cannot visit the library, they are now reading materials matched to their individual tastes. Magnifying glasses and large print materials are available for those who need them.

■ As **Mesa State College** prepares to offer classes in Montrose, the college library is contracting with **Montrose Library District** to provide services for students. The college and Mesa County Valley school district **share** their **professional collections** of education materials, benefiting the college's students and professors as well as teachers in the district.

■ Students at **Front Range Community College** live throughout the Denver metropolitan area. For that reason, staff of the FRCC library media center maintain **strong ties** to many other metro area libraries, including the **University of Colorado at Boulder, Regis College, Westminster Public Library, Broomfield Public Library, and the Aurora Business Resource Center at Aurora Public Library**. As a result, students who live near these libraries are able to obtain the library support they need for their studies.

The **FRCC** library media center and **Westminster Public Library** are making plans for **cooperative collection development and telephone reference services** to further strengthen their support of FRCC students.

Public libraries and school library media centers help students stay free of drugs and violence and offer a disciplined environment conducive to learning.

Colorado's public libraries not only support schools, but offer **collections, programs, and staff** which provide a **positive alternative** to drugs, violence, and other social problems which discourage learning.

Of the state's 131 public libraries in 1990, all maintained collections of materials designed for children.

In addition,

121	offered programs for schoolchildren,
20	employed staff trained to serve them, and
11	had entire departments assigned to serving the special need of children and/or young adults.

Also, in 1990,

112	public libraries had young adult collections,
66	offered programs for young adults, and
20	employed staff trained to serve them.

■ From Colorado Springs to Steamboat Springs to Pagosa Springs, libraries are developing cooperative projects which transcend social and cultural divisions to foster a pro-education environment. These projects bridge gaps between public libraries and school library media centers, teachers and parents, parents and children, school hours and after-school hours, gifted and talented students and at-risk students.

Libraries of all types impact academic achievement of students.

The public library provides "**an invisible support to public education,**" according to Pam Sandlian of the children's department at Denver Public Library. More and more teachers are relying on the public library to supplement school resources.

■ Public school students in **Sterling, Colorado**, benefit from cooperation between their library media centers and their public library. Teachers send "**Assignment Alert**" **bulletins** to public library staff, who collect and put on reserve all materials on a particular topic. This communication ensures that students do not go to the public library only to learn that someone else has already checked out all of the appropriate materials.

■ Students in **Fremont County high schools** have almost immediate access to about 200 different periodicals thanks to a **fax network** which links the five high school libraries to the Canon City Public Library.

■ The **Pueblo Community College** library ensures that students in the college's **Canon City classes** can find reference and course **materials at their public library**.

■ Children are encouraged to read during school vacation by the **Denver Public Library's summer reading program**. Children who meet reading goals receive prizes, such as tickets to the Museum of Natural History, the Zoo, Parks & Recreation Department swimming pools, and Elitch's Amusement Park. Next summer, the Colorado Rockies will offer baseball tickets.

Almost one-third of Colorado's public libraries emphasize the role of **formal education support center**. These are public libraries that assist students of all ages in meeting educational objectives established during their formal courses of study.

School library media centers impact academic achievement of students.

A study of 221 Colorado public schools during the 1988-89 school year provides evidence of the positive impact of library media centers on academic achievement. It rules out the effects of selected school and community conditions which might have explained away this relationship.

The findings of this study indicate the importance of library media expenditures--and particularly the staff and collections they make possible--in promoting academic achievement. The importance of the library media specialist's instructional role is also verified.

- Where LMCs are **better funded**, academic achievement is higher, whether their schools and communities are rich or poor and whether adults in the community are well or poorly educated.
- Better funding for LMCs fosters academic achievement by providing students access to **more library media staff** and **larger and more varied collections**.
- Among predictors of academic achievement, the **size of the LMC staff and collection** is **second only to** the absence of **at risk conditions**, particularly poverty and low educational attainment among adults.
- **Library media expenditures and staffing** tend to **rise and fall with** total **school** expenditures and staffing.
- Students whose **library media specialists participate in the instructional process** tend to be higher academic achievers.

The report on this study includes the most current and comprehensive annotated bibliography on this subject and a timeline illustrating the evolution of such studies.

Libraries of all types prepare individuals for and assist them in lifelong learning.

■ Sisson Memorial Library, which serves Upper San Juan Library District, promotes **lifelong learning through community service**, according to its director, Lenore Bright.

Thanks to **collaboration with the Family Learning Center**, library users can borrow library materials about **being a parent and raising children**.

Almost half of Colorado's public libraries emphasize the role of independent learning center. In addition to pursuing formal education, people also come to the library to answer questions of their own from "which author wrote *Rip Van Winkle*" to "how to start a small business."

Students at the local elementary school--less than a block from the new public library--**visit weekly** to check out books, and fourth graders read stories aloud to **Head Start** preschoolers. Books are also loaned to classroom collections, luring children back to the public library for more stories by their favorite authors.

Percent of Colorado public libraries by selected roles:

■ Independent Learning Center	47%
■ Reference Library	32%
■ Community Activities Center	12%

Adult literacy classes first offered by the library are still the only ones available to adult new readers in Archuleta county.

Public libraries promote functional literacy among adults.

At libraries, students in English as a Second Language, Adult Basic Education, and adult literacy programs find:

- meeting places,
- librarians who can aid in selecting materials to support such programs, and
- a central place to store such materials where students of any age or ability can use them to support their educational goals.

■ **Adult new readers** who cannot--or choose not to--attend classes of the Adult Basic Education program begun by **Upper San Juan Library District** can check out **videotapes** of the classes from Sisson Library.

Of Coloradans ages 25 and over in 1990,

118,252 (5.6%) had not completed ninth grade, and
328,056 (15.6%) had not graduated from high school.

■ Sterling Public Library supplies an office, meeting space, and materials for the only literacy program in that small northeastern Colorado county. An average of 30 adults participate each week. Following are excerpts from a **letter by a student**:

I am a 35 year old single parent of two ... I came to the library one night with my kids. I saw a sign that said something to the effect that we will help you learn how to read. I didn't tell my kids where I was going because I thought they would be ashamed of me. But every Thursday night they'd ask me where I was going. So, I finally told them that I was going to the library to learn how to read better.

One Thursday night my son, who has had learning problems asked if he could go along. I said, no. This is no place to go and play around. This is a place for people who really want to learn how to read. He said, I'm tired of being called stupid, I really want to go and learn too. So from that time on [my son] and I come every Thursday night together. I feel I am learning a lot. I think I read better now than when I first started. I know [he] does.

This program may give to my son the chance I didn't have when I was his age. Maybe this program can make it easier for him to reach his goals. Thanks to this program, maybe some day I can be back in college fulfilling my goals.

Libraries of all types prepare individuals for productive employment in a high-performance, information-based economy.

Frequently, libraries are the only places in the community where free public access to emerging information technologies is available.

■ In 1991, of 131 **public libraries**, **99** offer **microcomputers** and **telecommunications access** to **online database services**, and **47** have **fax machines**. These libraries also offer access to almost **7,800 software packages** and **46 CD-ROM databases**.

■ In 1989, the typical **school library media center** in Colorado offered access to **20 software packages** and **two microcomputers**.

■ In 1990, Colorado's 27 **public college and university libraries** provided access to over **1,000 software packages, CD-ROMs, and other machine-readable materials**. These libraries also conducted almost **300 searches of online databases per typical week.**

Public libraries promote the enjoyment of reading, viewing, and listening for people of all ages and stages of development.

■ In collaboration with CARL Systems, staff from the **Children's Department** of **Denver Public Library** are developing a graphical interface to the library's online catalog for children.

This **Apple Library of the Future** project will help children locate books and other materials in the library. Designed for Apple's **icon-oriented, point-and-click** Macintosh environment, this **"kid's catalog"** will permit children to browse the collection and to seek materials for a particular author, title, or subject.

This interface will enable children to find materials they want or need on their own terms. Once a particular book is identified, the child can call up a **scanned image of its cover** and a **map** with little footsteps showing the way from the catalog to its place on the library's shelves.

Eventually, this **child-friendly catalog** will integrate sound and video to create a multimedia version of the library's catalog.

Considering the popularity of recent demonstrations, children may find their parents and grandparents using the "kid's catalog" as well.

■ The role of popular materials library is emphasized by 87 percent of Colorado's public libraries.

■ In 1991, Coloradans visited their public libraries over 11.1 million times.

■ The same year, these public libraries made over 23.9 million loans of books and other materials to Coloradans of all ages.

■ In 1991, Colorado's public libraries offered over 27,000 programs. These include story hours and other children's programs as well as reading/ discussion groups and other events for adults. Attendance at such programs exceeded 650,000.

■ In addition to 242 main or branch libraries and 18 bookmobiles, Colorado's public libraries also provided 228 other outlets, many of which are rotating selections of materials deposited in day care centers, youth centers, senior centers, retirement communities, and nursing homes.

■ The Colorado Talking Book Library serves over 9,000 clients who cannot read conventional print materials due to blindness, visual impairment, mobility handicaps, or learning disabilities. About 900 of these clients are children and young adults.

Libraries of all types prepare individuals for responsible citizenship.

■ Patrons of Pikes Peak Library District in Colorado Springs can access community information databases via MAGGIE, the library's computer system.

The Community Connection contains ten databases offering **local information** from social service agencies and child care providers to a calendar of local events.

City Hall Online presents minutes, future agendas, and voting records of **city council meetings**. City press releases are also listed.

■ **Loveland Public Library** offers local residents comprehensive access to **local history materials**. Local newspapers, city directories, school scrapbooks, and other materials dispersed among school and public libraries in Loveland and neighboring Berthoud have been cataloged for the local history collection.

Twenty-five to thirty long-time residents recorded oral histories.
A detailed guidebook is available to anyone interested in using the collection.

53 Colorado public libraries emphasize the role of **community information center**.

9 public and 9 academic libraries are depositories for Colorado state publications.

■ Two Colorado libraries are test sites for the Smithsonian Institution's **American Memory Program**: Norlin Library at the University of Colorado at Boulder and Sisson Library, Upper San Juan Library District, in Pagosa Springs.

This **collection of CD-ROMs and video disks** includes historic speeches, old movies, photographs, music, and drawings. The user has random access to multi-media information on any topic selected from any point in U.S. history.

Children use it to see and hear about the Continental Congress or political cartoons. They can stop the moving frame at any time and produce a printout. Older adults find that they are not so afraid of computers after all and enjoy listening to historical voices from the past, such as Thomas Edison. The technology is easy for all ages to use.

School library media centers and academic libraries equip the U.S. to be first in the world in science and mathematics achievement.

"The [San Luis Valley Regional Science Fair] project will allow younger students to do academic preparation in their local community working with their own classroom teachers and media specialists," according to Adams State College Library director James Hemasath.

■ The annual San Luis Valley Regional Science Fair has grown to include over 500 elementary, middle, and high school students. To find information for projects, many of these students travel 30 to 140 miles round trip to use the Adams State College Library. While high school students can successfully use college level materials, younger students are often frustrated.

Adams State College Library is offering a solution: buying and placing science fair kits in each of the 14 area school districts. Each kit will contain science fair reference materials published by Facts on File, Inc., and designed for use at elementary and middle school levels. Video materials will be included for teachers organizing science fairs and helping students with projects.

■ Students at Kim School in rural southeastern Colorado use library comoputers to dial into **MAST--Math And Science Teacher--a University of Northern Colorado electronic bulletin board**. MAST lists materials and summer workshops available to help teachers teach math and science. Students can ask questions and post answers to math and science problems.

■ A Kim high school senior who has been accepted into the University of Colorado astrophysics program received a **CD-ROM disk featuring a day's pictures from the space probe, Explorer**. The student used the library media center's CD player to share with everyone actual color pictures of Jupiter's rings.

Colorado State Board of Education
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